DOCUMENT RESUME

ED 295 877 SO 019 082

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TITLE Social Studies: Middle School Guide for Teaching about Human Rights.
INSTITUTION Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
PUB DATE 81
NOTE 170p.; For related documents, see SO 019 081-084.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Civil Liberties; *Civil Rights; Curriculum Guides; Educational Objectives; Equal Opportunities (Jobs); Equal Protection; Global Approach; International Education; Junior High Schools; Learning Activities; Middle Schools; Political Attitudes; *Social Studies; World Problems
IDENTIFIERS Declaration of the Rights of the Child; Universal Declaration of Human Rights

ABSTRACT

Implementation of the 10 major goals and various objectives of the Detroit (Michigan) curriculum for teaching middle school students about human rights is done through a number of activities and resources. Each of the lessons is structured around one of the major goals and provides objectives, learner outcomes, activities, and resources. An examination of the finiteness of the earth's resources and the idea that these resources are the heritage of all humanity and generations engenders the idea that people are interdependent. To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation, students examine the major sections of these documents. Students learn about the impact of government on their lives through engaging in activities discussing civil rights and reviewing major U.S. documents. To understand the development of self-esteem in individuals, students role play personal security, political freedom, and social justice and discuss the abrogation of human rights in the world. The concept that all people should be treated with dignity is developed through the study of the commonalities and the differences among humanity. Students examine the idea that racism and sexism are the results of political and economic structures of particular societies and describe how racism supports economic and political power systems. (SM)

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ED295877

DETROIT PUBLIC SCHOOLS
Division of Educational Services
Office of Curriculum And Staff Development
Department of Curriculum Development and Services
SOCIAL STUDIES

MIDDLE SCHOOL GUIDE FOR TEACHING ABOUT HUMAN RIGHTS

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DETROIT PUBLIC SCHOOLS

FOREWORD

The current rise of the KKK and the Nazis bookstore that opened in Southwest Detroit caused a number of organizations, groups and individuals to petition the Central Board of Education through its Curriculum Committee to develop a course of study that taught about genocide and the evils of Nazism.

The Division of Educational Services was directed to research the issue and respond. Their response is listed below:

> The Division of Educational Services agrees with the position taken by the Detroit Human Rights Commission in its resolution regarding teaching about the evils of Nazism to Detroit Public School students and therefore we urge the Board to adopt the resolution.
>
> However, we recommend that the Detroit Public Schools engage in systematic curriculum development activities consistent with existing knowledge of child growth and development in order to offer greater assurance of the transfer of moral values and conflict resolution skills at suitable growth levels.

Subsequently, the Department of Social Studies was directed to examine all of the approved textbooks and to prepare a report on "Teaching About Man's Inhumanity To Man In The Detroit Public Schools: Racism, Violence and Genocide." This report cited the paucity of this data in elementary social studies textbooks and minimal inclusions in the middle school and high school textbooks.

The report also recommended:

1. Establish a committee of citizens and educators to examine existing programs and promising practices that teach about man's inhumanity to man.

2. Establish a committee to develop a Detroit Curriculum Plan for teaching about man's inhumanity to man.

3. Develop a training design and schedule.

4. Implement the Program.

The committee to Explore the Feasibility of Teaching About Man's Inhumanity to Man made the following recommendations:

1. Teaching about Man's Inhumanity to Man should not be a specific course. The concepts (to be specifically identified later) should be infused in the K - 12 curriculum of the Detroit Public Schools. The development and monitoring of this curriculum thrust should be the responsibility of the Department of Social Studies.

2. Change the title from Teaching About Man's Inhumanity to Man to Teaching About Human Rights.

3. Teaching about man's inhumanity to man should be initiated in the high schools first in order to give high school students the benefit of this instruction before they move into the world of work.

The committee composed of citizens and educators recommended twelve (12) goals to the Curriculum Committee. The Department of Social Studies, with the approval of the citizen's committee, was able to combine several concepts and eliminate some repetition and reduced the goals to ten (10).

Next the Department of Social Studies formed a task force, with educators from other regions, to develop activities and identify resources. The next step involved the development of an elementary, middle school and high school teacher's guide and a resource guide for all three levels.

Training will be provided for elementary, middle school and high school during August 1981. At these orientation sessions teachers will be given the appropriate guide and the resource guide. They will also be given our definition of human rights.

Human rights are those essentials of human existence that are inherent in the species. They are moral claims that satisfy the basic needs of all human beings. Minimally, we see these moral claims to be: the rights to an existence, food, shelter, clothing, and to provide for ones self. These rights only provide for the basic essentials. Ideally, however, all humans should have the social, political, economic, and cultural rights described in the Universal Declaration of the Rights of Man.

At the orientation sessions, all of the teachers and administrators will be encouraged to implement this program and make a maximum effort to influence their peers. The Department of Social Studies will inform them that it will monitor this program in the schools and will provide, upon request, supportive services in the area of staff development.

The middle school teacher's guide and certain portions of the resource guide could not have been developed without the leadership of Mrs. Karen Todorov, director of the Ethnic Heritage Experience Project, and the contributions of the other members of the middle school writing team: Mr. Norbert Cieslak and Ms. Karen Kirsch, both from Woodrow Wilson Middle School.

Ms. Juanita Bilinski, Audio Visual Education, Mrs. Jean Sherman, School Libraries and Mr. Paul Bielich, School Libraries contributions to the resource guide were significant and deserve a great deal of thanks for their collaborative efforts.

The Department of Social Studies is especially grateful for the guidance and support given by Dr. Lewis E. Ellis, Divisional Director for Curriculum Development and Services, Dr. Marvin L. Greene, Assistant Superintendent for Curriculum and Staff Development, and Dr. Melvin Chapman, Deputy Superintendent, Division of Educational Services, in this seminal curriculum development effort.

Norman McRae
Director
Department of Social Studies

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TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.1.1 List those elements which are necessary to all human life.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.1.1	1. Begin by doing experiment using a candle, a match, and a clean glass jar. The explanation of this experiment is found on page 192 of The Way People Live, Windows on our World.	The Way People Live, Windows on our World
	2. Do Investigation 2 on page 192 showing necessity for oxygen.	The Way People Live, Windows on our World
	3. Read pages 191-200 in Windows on our World. Have students do activity on page 193 which demonstrates that many foods have water in them. Students will be making a values decision.	
	4. Teacher will list a number of common foods on the board whose origins are from various countries around the world. Students will identify the foods they have eaten or are familiar with. Students will locate origin of each food.	
	5. Have students look at Food Energy chart on page 197 and	

T.O.	ACTIVITIES	RESOURCES
1.1.1	5. see how many calories are recommended per day for their age group. Then construct a chart which shows the average calorie intake of people in selected countries as shown on page 199.	
	6. Students will speculate about what types of shelter are used by people living on each continent (based on geographical factors). From this, deduce that there is a universal need for shelter.	
	7. Using Sources of Identity as a reference, examine experiments done on sleep and the effects of an absence of sleep. From this, deduce that there is a universal need for sleep.	Sources of Identity
	8. List the seven psychological needs on a chart. Find pictures which demonstrate each need and number them. Students will match picture to need and complete chart. (Use pages 202-204 as reference.)	Windows on our World

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.1.2 Give examples of how social institutions like

a. the family
b. government
c. education
d. economics
e. religion

vary, but are present among all peoples of the earth.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.1.2	1. Students will discuss answers to questions on institutions as listed on page 59 in "Windows on our World." They will then match each question with the five social institutions. 2. On a chart, students will list the five social institutions, match them to a picture which signifies that institution, and note its function. 3. Students will form groups of five, choose a country, and research in the library, the family, government, education, economics and religion of that particular country. Draw a picture which demonstrates an outstanding feature of one of the institutions of their country. Share reports with other class members.	DORT Ethnic Literacy Guides: The Mexicans The Arabs DORT Ethnic Literacy Teacher's Guide: Awareness Understanding Appreciation Mexicans of Detroit

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.1.3 List ways in which our lives are directly affected by the activities of people around the world.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.1.3	1. List a series of topics on the board. Ask students to indicate how activities of people in other countries related to these topics affect our lives (e.g. auto imports, food exports, political and religious turmoil, etc.). 2. Students will write a paragraph explaining how their individual lives are affected by the activities mentioned, albeit in a small way.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.1.4 Identify a list of where natural resources come from.

1.1.5 Explain how their lives would be changed if the United States could no longer import resources and products from other parts of the globe.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.1.4	1. Teacher will present a list of natural resources to the students. Using atlases, encyclopedias, maps, etc. students will identify where these natural resources are found in abundance.	Scholastic GEO National Geographic
1.1.5	1. Students will go home and make a list of all the products in their home that are from other countries and put in these categories: - Small Household Appliances - Clothing - Food - Major Appliances 2. Students will compare lists and speculate how their lives would be different if the United States could no longer import resources and products from other parts of the globe. (Especially oil and bauxite, which is used in the manufacture of aluminum.)	

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.2 Affirm that the resources of the globe are finite, not infinite, and that they are the heritage of no one nation or generation, but all peoples, nations and of posterity.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.2.1 Define renewable and non-renewable resources.

1.2.2 Divide a list of natural resources into two categories, renewable and non-renewable.

1.2.3 Describe possible effects on future generations resulting from not conserving resources.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.2.1	1. Ask students to give examples of things they may and may not renew (e.g. renewable: driver's license, library card, library books; non-renewable: certain prescriptions, warranties on merchandise). 2. From the above discussion have students generate a definition of renewable and non-renewable resources.	
1.2.2	1. Teacher will put a list of natural resources on the board. Students will categorize them as either renewable or non-renewable. Examples: - water - arable soil - timber - fish - grain - game - minerals - oil - human beings - air	

T.O.	ACTIVITIES	RESOURCES
1.2.3	1. Teacher will ask students what would happen if there were no more timber? Bring out idea of no forests, therefore, no wildlife, hunting, pencils, paper, books, baseball cards, furniture, chewing gum, Christmas trees, no home for birds, or newspapers. This would also affect oxygen production. As a result things made from wood would become extremely valuable. 2. Have students write a story telling how the world would be different without one of the above natural resources. Have students share stories with the class.	

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.3 To explain that the exploitation of the poor by the rich, and the weak by the strong violates our common humanity and denies to large segments of society the blessings of life, liberty and happiness.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.3.1 List some groups which have been exploited in the United States .

1.3.2 Explain how exploitation has prevented them from fully participating in society.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.3.1	1. Discuss the word "exploit" with students. Use dictionary if necessary. Have students give reasons why some groups might exploit other groups.	Magazines Newspapers
	2. Students will list groups who have been exploited throughout U.S. history. Examples: American Indians Blacks Immigrant Groups Migrant Workers Laborers - Pre-union Religious Groups Children Women	American History books Television news, drama, and documentaries DORT Ethnic Literacy Guides The Mexicans The Arabs
1.3.2	1. Students will take one of the above groups and show how they were limited in achieving their personal goals and prevented from being a fully-contributory member of society.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.3 To explain that the exploitation of the poor by the rich, and the weak by the strong violates our common humanity and denies to large segments of society the blessings of life, liberty and happiness.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.3.3 Describe how exploitation of lesser developed countries prevented the growth and independence of their people.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.3.3	1. Use the simulation "Star Power" to demonstrate how the power structure rewards itself and exploits powerless groups. 2. Develop the concept of colonialism. 3. Have students research India and selected African countries to explore how colonial powers prevented people from their own growth and independence. 4. Using American History texts, have students give examples of how England prevented the American colonies from its growth and independence. Is war the nature outcome of a country trying to reach independence? Give examples.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.4 Recognize a moral obligation to strive for a more prudent and more equitable sharing of the resources of the earth in order to ameliorate poverty, hunger and disease.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.4.1 Define morals.
1.4.2 Explain using a chart, the current distribution of natural resources.
1.4.3 Defend a plan for more equitable sharing.
1.4.4 Describe possible consequences which might occur if a more equitable sharing does not take place.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.4.1	1. Discuss the difference between the terms "should" and "must." Give examples of things you should do and things you must do. (e.g., You should attend school every day, but you must be enrolled until 16 years old.) 2. If you see a crime being committed, what are your moral obligations? Role play the following situation: Jim knows that his friend has started taking drugs. He had another friend who had died from a drug overdose. He sees his friend stealing money from lockers. Stop role play and have students write what their moral obligation would be if they were Jim. Write what they actually would do. (For other examples see Open-Ended Stories.)	
1.4.2	1. Develop a chart showing the distribution of natural resources around the world. 2. Develop the concept of multi national corporations.	Time, Newsweek, Scholastic

T.O.	ACTIVITIES	RESOURCES
1.4.3	1. Using energy and food as examples, have students brainstorm a variety of plans for equitable sharing. 2. Students will break up into groups of 5 - 6 and list on newsprint, reasons why the status quo should be maintained and reasons why a plan for equal sharing should be adopted. 3. Students will write a position paper defending or attacking plans for more equitable sharing of the earth's natural resources. 4. Students may set up a mini-U.N., a World Court, or debate concentrating on this issue.	
1.4.4	1. Have students list what other countries might do if a more equitable sharing does not take place. List examples that have already occurred, (e.g., nationalization of companies, withholding exports, etc.).	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.6 Deplore the reliance on force to settle disputes between nation states and between rival groups.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.6.2 Discuss why settling a dispute by force will not necessarily cause rivals to communicate with each other.

1.6.3 Devise a plan for increasing communication between parents and children, teachers and their classes, a mayor and a city worker's union.

1.6.4 Defend a position which agrees or disagrees with the statement: "Some disputes must be settled by force."

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.6.2	1. Role play a lunchroom incident. One student bumps another and he/she responds with a push, escalating to a fight. The teacher steps in and the ensuing argument begins with, "He hit me first." The class can then discuss whether or not a problem is solved in this manner. What is communicated between the individuals? 2. Make a list of hypothetical (though real life) situations which shows that many problems are resolved by outside agencies (parents, teacher, police, court) when force is involved. Discuss why this is.	
1.6.3	1. Discuss what is meant by positive communication. List various methods of communication - words, force, gestures, expressions.	

T.O.	ACTIVITIES	RESOURCES
1.6.3	2. Brainstorm ideas for increasing communication between various groups, i.e., parents and children; teachers and classes; mayor and city worker's union. 3. Break the class into three groups with each having the task of coming up with a plan to increase communication, e.g., hearing-listening-and repeating what someone says to make sure he is understood; setting aside a time period for problem discussion as in circles; writing down and discussing specific grievances; et. al. 4. Try to implement this plan in the classroom and evaluate progress weekly.	
1.6.4	1. Position - "Some disputes must be settled by force." a. List problems which students feel ought to be settled by force. b. Try to find alternative solutions to the above problems. c. Write a paper attacking or defending the statement, "Some disputes must be settled by force." May be written in the style of news editorial. d. Break students into two teams which debate each side of the issue.	

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.9 Recognize that common human needs and hopes underlie cultural, national, racial, religious, ethnic and linguistic differences.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.9.1 List the basic needs of humanity.

1.9.2 Compare the characteristics of the American culture to a non-western culture and show how they both meet the basic needs of their people in different ways.

1.9.3 Give examples of ways in which cultures have structured the institution of education, the family, government, religion and economics.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.9.1	(See 1.1.1)	
1.9.2	1. Create a booklet with illustrations, charts, pictures, etc., that describes the lifestyle of an American family and how they meet their basic needs (home, school work, church, etc.). 2. Read pages 6-13 (Sociology) Sources of Identity which describes life in Swaziland. 3. Make chart that compares the basic needs (physical and sociological) and how they are met. 4. Read pages 28-37 (Geography) Sources of Identity. Have students draw pictures which show how various Japanese people meet their need for food.	
1.9.3	1. Read pages 284-86 (The Way People Live) Windows on our World. Ataturk, Kamal who changed the structure of the Turkish culture by forcing people to read and write the Latin alphabet. Construct a chart which shows the "good" and "bad" effects of this change. Ask students to conclude whether the decision was good or bad overall.	

T.O.	ACTIVITIES	RESOURCES
1.9.3	1. Compare Ataturk's method to the conversion to metrics in the United States. Which is better? Why? 2. Have students list educational obligations in the United States (e.g., attend school 6-16; teachers must be certified; school curriculum requirements; proficiency tests, etc.). 3. Give examples of how leaders in several countries come to power, e.g., Ronald Reagan, Leonid Brezhnev, Ayatollah Khomeni, Fidel Castro. 4. Break students into groups. Each group should put together a report on a specific nationality's family structure, e.g., Israel (kibbutz), U.S.S.R. (See Sources of Identity, pages 28-37 Sociology), Cambridge: Work-A-Text: Major Cultural Regions. Students can make comparisons with group presentations. 5. Students can role play a familial situation which demonstrates the family's structure and relationship. 6. Read pages 369-381 Windows on our World and compare the five major world religions; complete the chart on page 371.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.10 Recognize that respecting others who are different enriches rather than diminishes each member of the family.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

1.10.1 Describe how individual differences are often used to insult and dimish individuals.
1.10.2 Explain why individual differences are important to the world.
1.10.3 Give examples of "the differences" of famous persons and show how those differences helped that person contribute to humanity.
1.10.4 Explain how members of a family might be different and how they might use their differences to help the family.
1.10.5 Identify what the possible results are of efforts to make everyone "the same."

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.10.1	1. List what are problems immigrants face when they come to a new country to live? How do people make their lives more difficult (e.g., job and housing discrimination; name calling; public ridicule, etc.). Can you think of instances in your experiences when you have witnessed something like this?	
1.10.2	1. Write a paper which describes a world where everyone was exactly the same. What problems would be caused? What would be missing? How would this affect creativity, discovery, inventions, new ideas, etc.?	
1.10.3	1. Research well-known persons such as: Cesar Chavez, Albert Einstein, Albert Schweitzer, Susan B. Anthony, Martin Luther, Martin Luther King, Jackie Robinson, Rosa Parks, Nicholas Copernicus, Marco Polo, Che Guevera, Yuri Gargarin, Mahatma Gandhi, Mao Tse-Tung, etc. and emphasize how they're different in background and interests. Indicate how those differences contributed to humanity.	Lerner Publishing Company Kit: In America Series

T.O.	ACTIVITIES	RESOURCES
1.10.3	2. Read a biography of one of the above people and report on him/her.	
1.10.4	1. Make a chart of your family which would indicate their: a. special interests b. talents c. physical characteristics d. disposition e. job training or skills How are these special differences used to help your family?	
1.10.5	1. Enact a simulation wherein all students in the class would be told to act, dress, speak, etc. in the same way. Those who did not conform would be isolated from the group. The emphasis should be on the closed in atmosphere. Students should then discuss their feelings about total sameness. 2. Have exceptional students read Brave New World and 1984 and report on the sameness of these societies. 3. Have students do a research report on cloning. 4. Classes that have twins may want to discuss problems that being a twin pose.	

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.1 List aspects of the culture which are unique to the group and differentiate them from all other ethnic groups.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.1.1 Identify the many aspects of culture.

2.1.2 List, using Jews as an example, aspects of Jewish culture which are unique

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.1.1	1. Use as a basis for the aspects of culture - Language, Technology, Institutions, Beliefs. Language - Students will be able to show how people from different cultures express counting concepts, e.g. through numerals, by finger counting, in words of various languages and by written symbols. Technology - Students should make a list of tools that can be found in the home. (A tool being an object that a person adapts or makes and then uses for a certain purpose.) Put the list of tools in categories, e.g. food handling and preparation, clothing repair, cleaning, and entertainment. Institutions - (Family, Education, Social-Welfare Organizations, Religion) Describe their institutions using those listed above. Compare these with the description of the same institutions from another culture, e.g. Jewish culture. Beliefs - Students will complete this chart:	See Anti-Defamation League materials 163 Madison Detroit, Michigan 48226

T.O.	ACTIVITIES	RESOURCES
2.1.1		

3 Things I Believe Are Right	Where or How I Learned Them	What I Think Will Happen If I Do or Don't Do What is Right
1. Be kind to animals		

Can they think of circumstances or cultures that might not agree that these beliefs are right?

2.1.2

1. Read the book, The Carp in the Bathtub. Using the book, indicate aspects of the Jewish culture which are unique.

2. Read page 374, Windows of our World, "The Way People Live," and identify unique aspects of the Jewish religion noted there.

3. Report on the rites of passage known as Bar Mitzvah, the wedding customs, the funeral rites, the naming of children, etc.

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.2 Explain the customs which are unique to the group.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.2.1 List customs associated with birthday celebrations in the United States.

2.2.2 Identify, using Serbians as an example, a custom which is unique.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.2.1	1. Draw a picture of a birthday celebration that includes the customs associated with birthdays in the United States. Students can then indicate the common elements of birthday celebrations in the United States.	
2.2.2	1. Use the handout "Slava" to explain and describe the tradition which is unique to the Serbian People. Students should be able to describe how Slavas came about, what things are present at Slavas and how the Slava is passed on to future generations.	"Slava" (see appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.3 Describe the style of traditional dress which distinguishes this group from all others.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.3.1 Distinguish between traditional and modern dress by giving examples of each.

2.3.2 Describe, using Nigerians as an example, their unique style of dress.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.3.1	1. Using the American pioneer as an example have students describe traditional American dress from readings, textbooks, western movies, etc. Compare these kinds of clothing to modern dress. Note that clothes are more fashionable, less functional, and not generally hand made. Give examples of certain kinds of traditional dress that people in the United States wear for special occasions which represent their ethnic or cultural background, e.g., at American Indian pow-wows, ethnic festivals, ethnic holidays, parades, religious celebrations.	Harvard Encyclopedia of American Ethnic Groups Encyclopedia
2.3.2	1. Obtain from the Children's Museum "The African Culture Series - Dress." Students can color copies made from this series for display. They can compare this style of dress to their own, pointing out the uniqueness of African clothing.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.4 List the foods or traditional dishes which are special to the group.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.4.1 Identify, using Mexico as an example, traditional special dishes of Mexicans from a list of foods.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.4.1	1. Use Meat and Eat Detroit or menus from various restaurants and identify those dishes that are Mexican. List the major ingredients of these dishes. What are the most common ingredients in Mexican dishes?	DORT Ethnic Literacy Guide The Mexicans Mexicans of Detroit

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.5 Identify traditions which are unique to the group.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.5.1 Define "traditions" and give examples.

2.5.2 Identify, using American Indians as an example, traditions which are unique to specified nations.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.5.1	1. Play "Tradition" from Fiddler on the Roof and pretend that you are Tevyeh and define tradition as he might. Compare this with a standard dictionary definition. List traditions that your family celebrates at Christmas. What other kinds of traditions does your family celebrate?	
2.5.2	1. Research the customs and traditions of various Indian groups - Woodland Indians (Cherokee), Northwest Indians, Mission Indians, Plains Indians and Ojibway.	

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.6 List and identify people belonging to the ethnic group who have made a contribution to the society.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.6.1 List, using Black Americans as an example, Blacks who have made important contributions to humanity and their contributions.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.6.1	1. Research the following Black Americans who have made contributions to humanity: James Weldon Johnson Paul Laurence Dunbar Harriet Tubman Daniel Williams Charles Drew Julian Bond Shirley Chisholm Barbara Jordan Martin Luther King Maya Angelou James Baldwin Nathaniel Bowditch Matthew Henson Phyliss Wheatley Benjamin Banneker Rosa Parks Booker T. Washington Marcus Garvey George Washington Carver Malcolm X W.E.B. DuBois Frederick Douglass James Beckwourth Paul Freeman Paul Robeson	

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.7 Identify customs or traditions which have been adopted from the group and accepted into our culture.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.7.1 Describe Christmas customs in Germany and explain which ones have been adopted as American customs.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.7.1	1. See mimeo - Christmas Customs in Austria. Identify those that are now part of American tradition.	Region Six's - Christmas the Polish Way (see Appendix)

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.8 Understand the contributions each ethnic group has made to our world.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

2.8.1 List, using the Chinese as an example, the contributions to humanity made by the Chinese.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.8.1	1. Use Traditional China by Islay Doncaster, Greenhaven Press, 1980, to identify various contributions of Chinese to humanity. 2. Students should make a collage from magazine pictures to illustrate the Chinese inventions which contributed to the advancement of humanity. Dynasty of Discovery — Inventions Shang *1600-1027BC — Bronze Casting and wheel-turned pottery Chou *1027-771BC — Discovery of silk and tea Han *206BC - 220AD — Invention of the seismograph T'ang *618 - 906 — Glazed pottery, porcelain and the invention of block printing and hydro power Sung *960 - 1279 — Mechanical clock, moveable type, and compass	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.1 Identify the major international human rights documents.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.1.1 Identify by name the two most important human rights documents of the United Nations.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
3.1.1	1. Introduce the United Nations: a. reasons for existence b. brief history c. goals d. identify some of the specific activities of the United Nations e. overview, introduce the Universal Declaration of Human Rights and the Declaration of the Rights of the Child. 2. Write to the United Nations for materials.	Encyclopedia United Nation's Universal Declaration of Human Rights

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.2 List the provisions of the Declaration of the Rights of the Child.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.2.1 Identify, given a list of possible choices, what 10 elements are contained in the Declaration of the Rights of the Child.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.2.1	1. Have students identify what they perceive their rights to be. Compare their list with the United Nations' list. Brainstorm a list of specific activities that children can do to demonstrate their responsible action.	
	2. Compare their rights in the Declaration with their Student Code of Conduct.	Student Code of Conduct
	3. Choose one of the rights listed and write a story which would demonstrate the right in action or being abused.	
	4. Take the situation in the Booklet, The Declaration of the Rights of the Child and the Child's Declaration of Rights and Responsibilities. Students should role play the situation and discuss the "What do you think?" questions.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.3 Identify the person who wrote the Universal Declaration of Human Rights.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.3.1 Correctly identify Eleanor Roosevelt as the head of the committee who wrote the Universal Declaration of Human Rights.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
3.3.1	1. Read the following selection and discuss what was missing from the original United Nations' Charter and who was the head of the writing committee. The original United Nations Charter tells how nations should treat one another, but it does not include ideas about how all nations should behave toward citizens who live in them. To remedy this shortcoming, a group of wise people from many nations was asked to set down a code of behavior for all countries. Rules were written telling how human beings all over the world should be treated, no matter where they live. The leader of the group who wrote this code was an American woman, Eleanor Roosevelt. She and France's Rene Cassin, along with the other members of the committee, after months and months of discussion and debate, finally agreed upon thirty points which they believed every government should follow in order to treat its citizens fairly.	

T.O.	ACTIVITIES	RESOURCES
3.3.1	They called their statement The Universal Declaration of Human Rights. The Universal Declaration of Human Rights includes more ideas than any other document of its kind, including our own Bill of Rights. It sets forth, among other ideas, the right of all people to earn a decent living, to have a good family and community life, to have vacations from work, and to be able to go to school. The Declaration provides directions about how people must behave toward one another and how governments of all countries must treat the people who live in them.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.4 Identify the number of articles in the Universal Declaration of Human Rights.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.4.1 Select 30 as the number of articles in the Universal Declaration of Human Rights.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
3.4.1	1. Review the structure of the Universal Declaration of Human Rights, i.e., it is divided into preamble and articles. How many articles are there?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.5 Identify the major sections of the Universal Declaration of Human Rights.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.5.1 Identify, given a list of choices, the major sections of the Universal Declaration of Human Rights as:

a. Right to fair treatment and greater freedom

b. Rights to a good life

c. Responsibilities of all people for making these goals come true.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
3.5.1	1. Read each article and paraphrase and determine to what extent people in the United States enjoy these rights. Give examples of how some of these universal rights are violated in the United States. 2. Categorize each of the articles into one of three groups: 1 - 21 Fair Treatment 22 - 26 Rights to a good life 28 - 30 Responsibility of all people for making the goals come true. 3. Use discussion questions from People Have Rights! They Have Responsibilities, Too, pages 10-20. 4. Using Goals 13, 14, 15 and 17 find examples of abuses of these Universal Human Rights in: a. Southeast Asian Boat people b. Cuban Refugees	Universal Declaration of Human Rights

T.O.	ACTIVITIES	RESOURCES
3.5.1	4. Discuss the question, "Should the United States government be allowed to restrict travel by citizens to certain places like: a. Cuba b. China c. USSR d. Vietnam e. Iran What about in times of war? Are there any special rules? What happens when people start making special rules? How would the internment of the Japanese during World War II be an example of an abuse of these goals?	Universal Declaration of Human Rights
	5. Using Goal 17 as an example describe how American Indians were denied their rights.	
	6. Using Goal 24 discuss: "Do all people in the United States enjoy this right?"	
	7. Using Goal 23 discuss the issues involved in closed shop unionism, the right to organize, equal pay for equal work. Use Sanchez family and study questions to investigate this issue (attached).	See Appendix

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.6 Identify the date that the Universal Declaration of Human Rights was accepted by the United States.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.6.1 Acknowledge the acceptance of the Universal Declaration of Human Rights by the United States in 1948.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.6.1	1. The students prepare a timeline of this century indicating important events concerning Human Rights in the United States. 1918 League of Nations 1920 Woman's Suffrage 1934-35 Wagner Act (establishment of National Labor Relations Board) 1945 United Nations Charter 1948 Universal Declaration of Human Rights 1954 Brown vs. Board of Education 1959 Declaration of the Rights of the Child 1965 Civil Rights Act 1971 Eighteen-year-old right to vote and any others you may wish to emphasize	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.7 Define covenant and convention, and explain their addition to the Universal Declaration of Human Rights.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.7.1 Define what a covenant or convention is.

3.7.2 Explain why they were written after the Universal Declaration of Human Rights was adopted.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
3.7.1	1. Provide a variety of ways in which we can use the word convention and have students choose the appropriate usage. 2. Using the Geneva Convention as an example, have students develop a definition of the word convention. Geneva Convention Geneva Conventions provide for the humane treatment of prisoners and wounded men in wartime. The first Geneva Convention, or Treaty, was signed in 1864. Its terms were accepted by all European countries, by the United States, and by some of the countries of Asia and South America. Agreements in 1906, 1929, and 1949 added new provisions. The Geneva Conventions include such provisions as the treatment and care of wounded and sick service-men in the field; wounded sick, and shipwrecked	

T.O.	ACTIVITIES	RESOURCES
3.7.1	2. members of the armed forces at sea; and the treatment of prisoners of war. They also provide for the protection of civilians and members of militias and volunteer corps during wartime. Methods are provided to identify the dead and wounded, and to send information to their families. The protection of hospitals and medical transports, their proper marking with a red cross, and other provisions and laws for conduct are also set forth in the Geneva Conventions. - The World Book Encyclopedia, Volume 8, pp. 88, 1978.	
3.7.2	1. Discuss the idea of making an ideal legally binding. 2. Compare the Declaration of Independence to the Universal Declaration of Human Rights and then compare the Constitution of the United States to the Human Rights Conventions of the United Nations. Show how their intent and binding abilities are alike. 3. Use the 15th Amendment which prohibits the abridgement of voting rights based on race, creed, or previous condition of servitude to illustrate how this ideal was not realized until legislation binding the states was passed in 1964,5,6.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.8 Identify signed covenants and signed and ratified covenants.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

3.8.1 Identify which three human rights conventions have been adopted by the United States.

3.8.2 Identify four, even though signed by U. S. Presidents, that are still waiting for approval by the Senate.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
3.8.1 3.8.2	1. Read and discuss each of the Human Rights Conventions and indicate how the three which have been adopted are supported by existing laws in the United States. 2. Speculate what issues are preventing the adoption of the other four. 3. Research the reasons why.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.1 The learners will acquire a clear, functional definition of government which will apply to any level.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

4.1.1 Define government.

4.1.2 List the major governmental bodies which impact on them as Detroiters.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.1.1	1. Begin by defining govern as a general term. 2. Then expand this definition to defining government. 3. Compare various forms of government (democratic, socialist, monarchal, totalitarian). 4. Are there times and places where some forms of government work and others do not?	
4.1.2	1. List the governmental bodies that affect their lives (local, county, state, national, international). 2. Match specific services with the governmental branch that provides it.	

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TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.2 The learners will develop and display an understanding of why people have government, regardless of the type.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

4.2.1 List three reasons why governments are necessary.

4.2.2 Give two examples of how other cultures have devised government.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.2.1	1. What would happen if there were no government? (Essay topic)	
	2. Generate a list of reasons why governments are necessary.	
4.2.2.	1. Read Lord of the Flies and explain how the government was devised.	Filmstrips - records may be available
	2. Use Windows on our World, pages 100-111, to compare how various cultures devised their government (Egypt - Greece)	

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.3 The learners will develop understandings of the structure of our American government.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

4.3.1 Define the term federal system.
4.3.2 Describe how the separation of powers concept works:
  a. Within the national government
  b. Between federal and state governments
  c. Within each state.
4.3.3. Explain how the Bill of Rights provides protection for individuals.
4.3.4 Identify ways in which individuals can impact on the government.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.3.1	1. Use Let Freedom Ring, Chapter 10, to define federal system.	
	2. Why did the Confederation fail?	
	3. Why did there have to be a strong central government?	
4.3.2	1. Define separation of powers.	
	2. Read section on "separation of government into three branches" in Let Freedom Ring, which matches government actions with specific branches.	
	3. Read Amendment X - and explain how some rights are reserved to the States or to the people.	
4.3.3	1. Read the Bill of Rights and identify the main idea of each in writing.	

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T.O.	ACTIVITIES	RESOURCES
4.3.4	1. Have students write a letter to their Legislator about an issue of concern. 2. Discuss how the Civil Rights movement affected government actions. 3. Define and identify "lobby." Explain how a lobby functions. (Example: Common Cause - N.R.A. - N.O.W.)	

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TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.4 The learners will develop understandings as to how the American government is designed to protect the human rights of its citizens.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

4.4.1 Name the major human rights documents of the United States.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.4.1	1. Review the Mayflower Compact, Maryland Toleration Act, Declaration of Independence, Bill of Rights, Emancipation Proclamation, 13th Amendment, 15th Amendment, 19th Amendment. 2. Generate a list of rights we have today as a result of these documents.	Encyclopedia or American History Books

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.9 Understandings will be developed further acquainting the learners with the Articles of Confederation and the implication for citizen-denial of human rights.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

4.9.1 List the shortcomings of the Articles of Confederation with regard to human rights.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.9.1	1. Using the chart on page 165 in Let Freedom Ring, determine if there are any provisions for human rights.	

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.11 Understandings will be developed helping students to realize that through reform and revolution, government at all levels is subject to and does change; but the individual rights of any human being can be and often are adversely affected and/or violated.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

4.11.1 Define revolution.
4.11.2 Give three examples of how government changed following the American Revolution.
4.11.3 List, using Cuba as an example, three ways in which the government has changed.
4.11.4 List, using Cuba as an example, three ways in which individual rights have been affected.
4.11.5 List three reforms of Franklin D. Roosevelt's New Deal, and explain how human rights were affected.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.11.1	1. Read Tale of Two Cities. Discuss how revolution takes place and why some people feel it is necessary. 2. Define revolution and list examples of results of specific revolutions. Are revolutions always political? Discuss "revolutionary ideas" (Darwin's theory); revolutionary fashions; morals revolution; Industrial Revolution, etc.	
4.11.2	1. Compare the government in the colonies to the government of the United States after the establishment of the Constitution. List examples of how government changed following the American Revolution.	

T.O.	ACTIVITIES	RESOURCES
4.11.3	1. Write a report on pre-Castro Cuba and describe its government. Have students speculate as to how a Castro (communist) government may be different.	
4.11.4	1. Research, using encyclopedias as a source, the changes that occurred in individual rights.	
4.11.5	1. Identify: a. The Wagner Act b. The Conservation and Reclamation Acts c. The Social Security bills, et.al. Indicate how these laws affected how people lived, how the government regarded providing for the people's needs, how the rights included obligations regarding conservation.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.1 Recognize that individual human rights are valued and are part of our legal system.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

*5.1.1 List several ways in which our local, state and national governments help define universally recognized principles of human rights.

5.1.3 Explain the role of individuals, communities, and governments in helping to ensure that all humans are guaranteed personal security, political freedom and social justice.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
*5.1.1	1. The teacher should make students aware of the 30 goals of the Universal Declaration of Human Rights. 2. Students should discuss the 30 goals so that they are familiar with each one and understand what they mean.	The Human Family, Human Rights, and Peace, Alice Doumain Tankard, The Center for Teaching About Peace and War, Wayne State University, 1973.
	3. Students could match articles and amendments to the constitution to the 30 goals.	American Civics, William H. Hartley and William S. Vincent, Harcourt, Brace, Jovanovich, 2nd Ed., 1974.
	4. Students could match local ordinances to the 30 goals.	Detroit: A Manual for Citizens, Elmer F. Pflieger, editor, The Board of Education of the City of Detroit, 1968.
	5. Students could match state laws to the 30 goals.	City Charter, City of Detroit, 1972.

T.O.	ACTIVITIES	RESOURCES
*5.1.1	6. Make a list of goals which are part of the 30 goals which class members might feel are not protected by the federal, state or local government and have a debate regarding whether this presently is a right of all citizens in the United States.	Michigan Manual, Department of Management and Budget, State of Michigan
5.1.3	1. Students could chart how individuals, communities, and governments effect personal security, political freedom, and social justice. 2. The teacher could test student's understanding of the terms: a. personal security b. political freedom c. social justice by having students role play their concept of the term. 3. Students could write a short paper explaining how they might effect the personal security of another person in a positive way. 4. Students might make a collage which has as its theme individuals working for human rights.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.2 Acknowledge the importance of individuals.

Grade Level: Middle School

Terminal Objective(s): Students will be able to demonstrate appreciation of the importance of the individual through human rights by:

5.2.1 Recognizing and identifying the unique contributions of all humans by giving examples of eight different ethnic groups.

5.2.2 Helping to create a better world in which human beings can live in peace, in freedom, with their basic needs met.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.2.1	1. View filmstrip which defines characteristics of ethnicity.	"What Is An Ethnic Group" Educational Resources Division, Educational Design, Inc. 1972
	2. List ethnic groups represented in the classroom and/or the metropolitan area.	
	3. Select a specific ethnic group (See Ethnic Groups in America Series) and list specific individuals and their unique contributions.	Lerner Series
5.2.2	1. Provide the students with a list of organizations which provide for human needs (Unicef, CARE, W.H.O., etc.). Students will write letters, after reviewing the rules for writing business letters, requesting information about the services a specific organization provides, e.g., Where funds come from, Who they help?, What they provide, How it's distributed?, etc.	
	2. Discuss whether the organization provides skill training (Peace Corps - Vista), or specific goods (Care). Which is better? Why?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.3 Acknowledge that the struggle for human rights is ongoing.

Grade Level: Middle School

Terminal Objective(s): Students will be able to identify reasons why:

5.3.1 World cultures should work together through international community organizations such as UNESCO-WHO-UNITED NATIONS.

5.3.2 Human rights is one of the primary issues of our times.

5.3.3. The struggle to realize the human rights of all men and women goes on.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.3.1	1. What is the function of the United Nations, World Court, WHO, etc.? 2. Why did the League of Nations fail? Is the United Nations more successful? 3. How does United Nations discussion affect the way nations are regarded by the world community? Does this affect their actions?	
5.3.2	1. Review what the basic human rights are. Cite examples of places in the world where human rights are being abrogated. Discuss what obligation the United States has, if any, to intervene in areas where human rights are being denied.	
5.3.3	1. Review, in a history book, Adolph Hilter and Nazi Germany and what happened to the Jews and other minorities as a result of world apathy. Could these atrocities have been prevented? Compare to freedom to vote (Indians on reservations), freedom to leave the country (USSR), etc.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.4 Recognize that humanity has benefited from the contributions of a variety of cultures.

Grade Level: Middle School

Terminal Objective(s): Students will be able to demonstrate appreciation of the importance of values, attitudes, behavior, self-worth and uniqueness of the individual by:

5.4.1 Preparing a written report that includes contributions of world cultures to our way of life.
5.4.2 Locating and identifying places on a map where four world civilizations began.
5.4.3 Role playing and emphasizing the importance of understanding different cultures.
5.4.4 Explaining the function of the United Nations in attempting to keep world peace and ensure a better way of life for all humans.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.4.1	1. Prepare a written report that includes contributions of world cultures to our way of life in the areas of: a. agriculture b. science c. entertainment d. government e. sports f. religion g. literature h. medicine i. art j. architecture 2. Illustrate a poster which shows one or more of these contributions.	See Appendix

T.O.	ACTIVITIES	RESOURCES
5.4.2	1. Locate four world civilizations and where they began Yellow - Indus - Tigris-Euphrates - Nile 2. Students will hypothesize why early civilizations originated around rivers, and specifically these.	
5.4.3	1. Role play the "X-anians" simulation (see attached) to demonstrate the importance of understanding different cultures.	See Appendix
5.4.4	1. Group reports on the United Nations. a. History of the U.N. b. Decision-making process c. Organizations funded by the U.N. d. U.N. political activities After hearing the group reports, students will generalize a paragraph that explains how the U.N. attempts to keep world peace and ensure a better way of life for all humans.	

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.5 Recognize that depriving individuals of their human rights has a negative effect on their self-esteem.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

5.5.1 Give, using American Indian and Black American children as examples, two examples of how depriving their group of human rights might lower their self-esteem.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.5.1	1. Read "Indian Children Speak" and Langston Hughes' poems which indicate how depriving their group of human rights might lower their self-esteem. 2. Identify the author's purpose in "Indian Children Speak." 3. Have students anonymously complete open-ended statements that identify situations that make them feel good and bad about themselves. 4. Students can then discuss each others responses and see similarities and differences.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.1 Students will be able to explain and defend the generalization that all people are really similar, sharing with each other all those qualities that make us human and worthy of dignity and respect.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

6.1.1 List those aspects of the human experience which are the same regardless of culture.
6.1.2 Define ethnic groups.
6.1.3 Define culture.
6.1.4 List ten different ethnic groups.
6.1.5 Identify their own ethnic group.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.1.1	1. Using Windows on our World, identify the five common institutions - economics, government, religion, education, and family (page 59). 2. Using their knowledge of differing types of institutions, compare how various cultures may have different religions, educational systems, etc., but still have the basic institutions.	
6.1.2	1. View the filmstrip "What is an Ethnic Group." Review the filmstrip by listing ethnic characteristics. Working in groups, students will categorize examples of each characteristic.	What is an Ethnic Group?, Educational Design, Inc., 1975, 47 W. 13th Street, New York, New York 10011.
6.1.3	1. See page 48 of Windows on our World. Culture can be defined as that part of our surroundings and way of life that is created by people themselves. Aspects of these include - language, tools, technology, institutions.	Harvard Encyclopedia of American Ethnic Groups

T.O.	ACTIVITIES	RESOURCES
6.1.3	Students should give examples of various types of language within and without a country, e.g., written communication, movies, signs, songs, accents, dialects, slang. Do similar activity for tools, institutions, technology.	
	2. Read "The Sacred 'Rac'" pp. 37-38 and have students identify "Rac" and discuss aspects of American culture reflected in the article.	Learning About Peoples and Cultures, "The Sacred 'Rac'", Seymour Fersh, McDougal, Littell & Co., Evanston, Ill., 1974.
6.1.4	1. Students should identify ten (10) different ethnic groups by associating them with specific ethnic characteristics as listed in 6.1.2.	
6.1.5	1. Students will create a bulletin board that includes their names and ethnic origin. They could also draw a picture of an object that they feel symbolizes their ethnic identity.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.2 Students will be able to explain why no one race is inherently inferior or superior to another.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

6.2.1 Define race.

6.2.2 List the major races of humanity.

6.2.4 Defend the statement "all races were created equal."

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.2.1	1. Ask students to hypothesize what constitutes a racial group. Read Allport's theory of race. Analyze the characteristics of race that the students gave. Are these characteristics universal within a group? Are they limited only to the specific group?	Allport's book on Prejudice and Race
6.2.2	1. Read pages 176-79 in Windows on our World and list the three anthropol gically identified races. Students may then try to match the races with the pictures on page 178.	
6.2.4	1. Explain the term "created equal." Discuss the idea that it makes a difference where you are born. Does a Black American have greater opportunities than an African? Do Asians have the same opportunities as Europeans? Why is this so?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.3 Students will be able to defend the U. S. Constitution which guarantees the equality of human kind. Those are guarantees that rise about such extraneous factors as race, color, nationality, religion or political affiliation.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

6.3.1 Identify sections of the Constitution where specific guarantees to human and civil rights are made.

6.3.2 Devise a timeline for U. S. history which shows the strengthening of human/civil rights concepts by amendments, legislation or judicial decision.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.3.1	1. Brainstorm - Ask students to identify their basic rights. Using the Bill of Rights and Constitutional Amendments, match these perceived rights to guaranteed rights. Note any rights students have that they might have missed.	
6.3.2	1. Using an American history book, list specific amendments, legislation, court decisions and their dates which show the strengthening of human/civil rights concepts. Arrange these on to a timeline which shows progress in this area.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.4 Students will be knowledgeable of policies, laws and governmental practices that support the rights of people from childhood to old age.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

6.4.2 List the major documents and policies which affect them as students.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.4.2	1. Examine the student code of conduct to discern their rights and responsibilities within school. 2. Invite a police officer to discuss laws and ordinances which affect students. 3. Review the provisions made in the Universal Declaration of the Rights of a Child.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.5 Students will develop strategies and techniques that will be beneficial in improving relationships of individuals, races, sexes, aged and handicapped.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

6.5.1 Brainstorm ways in which each identified group (individuals, races, sexes, the aged, handicapped) could improve their relationships with each other.

6.5.2 Draft a resolution which incorporates the best of the brainstormed ideas.

6.5.3 Develop and put into action a plan which would improve the relationship of the teacher and the class, and the students with each other.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.5.1	1. Break the students into five groups. Each group should write a scene which demonstrates a problem experienced by one of the following groups (individuals, races, sexes, the aged, the handicapped). 2. Brainstorm ways in which each identified group's relationships could be improved.	
6.5.2	1. Students will rank order their ideas (6.5.1) and rewrite them into a declaration that they can sign, publish, and distribute.	
6.5.3	1. Identify problems that teachers and students and students and students have. Brainstorm ideas which solve some of these problems. Write contracts which focus on specific problems and their solutions.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.6 Students will learn about their own worth and the worth of others. They will also develop acceptance and respect for diversity and change.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

6.6.1 Give five examples of persons who have contributed to humanity from each of the races of humanity.

6.6.2 Defend the statement "I am important because I exist."

6.6.3 Discuss what the statement "I am important because I exist" means in terms of interpersonal relationships.

6.6.4 Hypothesize ways in which alienation can affect a person's feeling of worth and how that would affect their treatment of others.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.6.1	1. Students will research a list of names provided by the teacher that includes at least five members of each of the races. (Charles Drew, Confucius, Lao-Tse, Margaret Mead, Margaret Sangor, Dag Hammarskold, Leo Africanus, Mohatma Gandhi) Students will then create a bulletin board which includes pictures, drawings, and reports on their contributions.	
6.6.2	1. Discuss the value intrinsic to any human being, e.g., being friends to others, helping in the family, contributing to charities, etc. Then using these ideas as a basis for development, write a paper defending the statement "I am important because I exist."	
6.6.3	1. Prepare a list of behaviors which shows positive and negative relationships between people. Identify them in terms of interpersonal relationships that help others or hurt others. 2. Role play or write scenes which show people positively affecting the lives of others.	

T.O.	ACTIVITIES	RESOURCES
6.6.4	1. Define alienation. Students can then identify times when they felt alienated by people's words or actions. Explain how these behaviors made them feel and respond. 2. Note groups in our society who may feel alienated, e.g., welfare recipients, unemployed, minority groups. List behaviors which may result from their alienation. How does alienation affect student behavior in the classroom?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.1 To develop an understanding of "apathy" and/or "indifference."

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

7.1.1 Define apathy.

7.1.2 Define indifference.

7.1.3 Give examples of apathy

a) hypothetically

b) historically.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.1.1 7.1.2	1. Put the following definitions on the board: apathetic - understanding a situation without enough emotional involvement to take action indifference - identifying a situation as having no importance, value, or significance to one's self.	
7.1.3	1. Ask the students to give examples of apathetic or indifferent behavior, e.g., low voter turnout, disinterest in world hunger, poverty, etc., refusal to participate in class discussions. 2. Listen to the record "My Name is Lila Kalvelage" by Pete Seeger, which relates the story of a woman who was arrested for protesting the Vietnamese War. Her defense was that as a young woman in Hitler's Germany she was apathetic and felt she could not sit idly by and let something like that happen again.	

T.O.	ACTIVITIES	RESOURCES
7.1.3	3. Read pages 50-56 (Political Science) Settings for Change. Discuss how Hitler was able to assume so much power. Ask students to speculate why many people failed to act--out of fear, apathy, propaganda, economic stress, pride in their country. 4. Contrast apathetic behavior with John Brown's actions against slavery and the student anti-war movement of the late 60's which were sometimes characterized by violence. 5. Bring newspaper stories and magazine articles that illustrate apathy and indifference. Read, discuss, and display.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.2 To develop an understanding of the difference between "apathy" and "helplessness."

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

7.2.1 Contrast apathy and helplessness.

7.2.2 Correctly identify, given a list of situations, those which are examples of apathy and which are examples of helplessness.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.2.1	1. Give example - Two people witness a crime. One of these people has been harrassed by the people who committed the crime and he is fearful. The other is someone who has the attitude that it is none of his business. He does not want to get involved. Ask students to identify which person is acting out of helplessness and which is acting out of apathy. Discuss: Why is one person helpless? How is he/she unable to act? What makes a helpless person limited in her/his alternatives?	
7.2.2	1. Think of situations which are examples of apathy and helplessness, e.g., in school - or work; a person sees his boss do something that is unfair to another employee. What alternatives does he have? Describe a situation like sexual harrassment on the job. What can a person do? There is a special class offered after school to tutor students weak in certain subject areas. A student in need of special help chooses not to go. What motivates his choice? When is it apathy? Could it be helplessness?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.3 To develop an awareness of the "commonality" of apathetic behavior in daily life.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

7.3.1 Given common examples of apathetic behavior.

7.3.2 Describe the observed results of the apathetic behavior they have described.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.3.1 7.3.2	1. Students working in groups will make a list of apathetic behavior and observe the results of the apathetic behavior they have described.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.4 To develop an understanding of "responsibility/right."

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

7.4.1 Define responsibility.
7.4.2 Define right.
7.4.3 Give examples which show the difference between responsibility and right.
7.4.4 Discuss what kinds of behavior result from only taking advantage of one's rights without putting into practice accompanying responsibilities.
7.4.5 Given a hypothetical case, determine what the responsibility of the person involved was, and what was his/her right.
7.4.6 Explain how parents and their children might get into conflict over the issues of responsibilities and rights as children grow older.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.4.1	1. Have each student make a list of the things parents do. They could draw pictures of them doing these things. Which of these are responsibilities? Is a responsibility necessarily based on a relationship to another person? Do laws provide for the enforcement of these responsibilities? Why is that so?	The Earthpeople Activity Book, Joe Abruscato and Jack Hassard, 1978, Goodyear Publishing Co., Inc.
7.4.2	1. Ask students to list what they perceive as their rights. Review the Universal Declaration of the Rights of a Child and the Student Code of Conduct. They may also discuss "A Children's Bill of Rights," page 52, Earthpeople. (See also the activities.) Also read page 53 "The Right to Public Education" in Earthpeople. Having read and discussed these materials, what is a right?	

T.O.	ACTIVITIES	RESOURCES
7.4.3.	1. Read "A Child's Rights and Responsibilities" in The Declaration of the Rights of the Child and the Child's Declaration of Rights and Responsibilities. This will contrast rights and responsibilities.	
7.4.4	1. Discuss examples of what happens when people choose to exercise their rights without also fulfilling their responsibilities. Example: A man or woman has a right by law to own a gun. What could happen if the person left the gun lying around? Is this an example of acting irresponsibly?	
7.4.5	1. Use the following example to determine the rights and responsibilities of an individual in a given situation. Students will respond in writing. Elaborate on this hypothetical situation. A man, who has a very ill wife, owes a great deal of money to a pharmacist. The druggist has medicine that will help her survive. The pharmacist wants to be paid and has told this man that he could not make anymore purchases until his bill was paid. What are your rights and responsibilities?	
7.4.6	1. Have students make timelines, one of which shows an increase in the rights of a student as his/her age increases. The other shows an increase in the responsibilities in the child's life.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.6 To develop the ability to identify and cope with situations influenced by apathy.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

7.6.1 List ways in which an individual could take a stand, given a list of current events where apathy is a factor.

7.6.2 Demonstrate that they have taken some concrete action on a current event which is currently being affected by apathy.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.6.1	1. List the following on the board: E.R.A. Unfair treatment of migrant workers Misuse of infant formula in 3rd World countries Redlining Whales and dolphins Public support of education Energy crisis Students will list ways in which they can take a stand.	
7.6.2	1. Have students select one of the above and make a plan of action of something that they could do.	

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Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.1 Describe how politics and economics can influence negative behavior in people.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

8.1.3 List 25 kinds of negative behavior.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.1.3	1. Students will make observations of negative behavior in school, at home, on T.V., etc., for three days. They will then make a list of these behaviors to turn in and share with the class. The class will then compile a list of the 25 most common negative behaviors. Students can then draw pictures of negative behaviors and/or write a paragraph about the possible cause of a specific negative behavior.	

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TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.2 Describe how racism can support economic and political power systems.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

8.2.1 Define racism.

8.2.2 Define prejudice.

8.2.3 Identify four groups that have suffered throughout the world because of racism.

8.2.4 Identify why the group in power in the four examples given, felt the necessity to perpetuate racism.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.2.1 8.2.2	1. Students will read "Adjo Means Goodbye" in Literature Lives (red). Discuss the attitude of the neighborhood toward the author. How is this an example of racism?	
	2. Students will listen to the teacher read Dr. Seuss story "Sneetches"which shows how differences can result in prejudice. Students can then write a definition of the term.	The Sneetches and Other Stories, Dr. Seuss, Random House, 1954.
	3. Students will break into groups and make a list of specific examples that show prejudice in various areas such as: physical handicaps physical appearance dress mental handicaps age speech problems ethnic differences names, etc.	

T.O.	ACTIVITIES	RESOURCES
8.2.3 8.2.4	1. Use the following groups to develop the concept that the group in power uses racism to perpetuate itself. a) Use the chapter in Let Freedom Ring, "Ordeal by Fire" to show that slavery in the U. S. was furthered by the economic growth of the cotton industry. Note the relationship of the numbers of slaves to the prevalence of extensive cotton growth as shown in charts and maps. Why did the cotton planters see a need for more slaves? How did the increase of slavery lead to increased fear on the part of slave owners and mistreatment of slaves? b) Using Let Freedom Ring, identify the treatment throughout American history of the American Indian as being racist. What were the reasons for the "Trail of Sorrows" (Cherokees) and the war between the Nez Perce and the settlers? Why was it convenient to call the Indians "savages"? List some of the rationalizations used by the American government and the settlers for mistreating Indians and breaking treaties? 2. Read Settings for Change, pages 52-57 (Political Science). Have students note how Hitler used the Jews as scapegoats for the economic problems of Germany.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.4 List ways in which sexism has prevented men and women from creating a better world.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

8.4.1 Define sexism.
8.4.2 Give examples of sex role stereotyping in
a) careers
b) family life.
8.4.3 Hypothesize how stereotyping by sex could hurt a family, and a community.
8.4.4 Describe eight ways that sexism throughout history has prevented women from taking a full role in the advancement of humanity.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.4.1	1. Teacher will bring in copies of "No Comment" from MS magazine and cartoons of a sexist nature. From these examples students will define what sexism is.	
8.4.2	1. Ask the students to give what they perceive to be examples of men's jobs and women's jobs. Then ask the students if there is a physical reason why these jobs cannot be done by the opposite sex. Students can then generalize why these job stereotypes exist. Students would then make a collage from newspapers and magazines that contradicts their perceptions of what a man's job or a woman's job is. 2. Have students write a scene which from the student's perception portrays a family role reversal. Are there any inherent problems? Why not? Then have the students in groups go through the TV guide and find situation comedies that focus upon family situations. Do any of the programs fit the stereotype?	

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T.O.	ACTIVITIES	RESOURCES
8.4.3	1. Students will write an essay in which they hypothesize how stereotyping by sex could hurt a family and a community.	
8.4.4	1. Brainstorm specific kinds of examples of sexism throughout history that have prevented women from taking a full role in the advancement of humanity, e.g., voting rights, contributions to the arts and literature, holding political office, becoming executives in corporations. Speculate what might have been different had women been able to participate fully in the advancement of humanity.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.5 Explain how wars often provide irrational excuses for inhumane behavior.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

8.5.1 Brainstorm a list of behaviors that might be exhibited by people during times of war.

8.5.2 Define the process of rationalization.

8.5.3 Choose three inhumane behaviors which might occur during wartime and rationalize them as good.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.5.1	1. Ask students to list the kinds of feelings and behaviors they exhibit when they are in a very competitive situation. What kinds of behavior do professional athletes exhibit during games — hockey brawls, throwing pitches at batters, et.al. Is this normal behavior for people? Do sport teams see their opponents as enemies? Why? What kinds of treatment do people exhibit towards their enemies in war?	
8.5.2	1. Why do people act as they do toward their enemies? How can they explain their sometimes cruel actions? Ask students to think of situations in school or at home where they felt justified in doing something they knew was wrong, e.g., in the lunchroom (throwing food), running through the halls, calling names. Compare these student behavior explanations with acts done during wartime. Define rationalization. Are these examples of rationalization?	

T.O.	ACTIVITIES	RESOURCES
8.5.3	1. Have students speculate how life would be different during a wartime situation (food rationing, air raid drills, limits on energy use, unavailability of certain items). Use World War II examples. How would this make one feel towards the enemy? Why would the government use propaganda? List the kinds of things people do during wartime which might be considered inhumane. Explain why people would rationalize: killing, relocation, discrimination.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.7 Give examples of persons who were leaders in the fight against: a) racism, b) sexism, c) genocide in the United States and around the world.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

8.7.1 Name two leaders against sexism in the United States.
8.7.2 Name two leaders against sexism from around the world.
8.7.3 Name two leaders against racism in the United States.
8.7.4 Name two leaders against racism from around the world.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.7.1 8.7.2	1. Match the following with their contribution to the fight against sexism: Margaret Sanger — birth control Susan B. Anthony — suffrage Betty Friedan — education of women's movement Golda Meier — political leadership Amelia Earhart — aviator Gloria Steinhem — Ms. magazine editor Marlo Thomas — Free to be You and Me "Norma Rae" — unionism Barbara Jordan — Texas State Representative Shirley Chisholm — Presidential candidate	
8.7.3 8.7.4	1. Match the following with their contribution to the fight against racism:	

T.O.	ACTIVITIES	RESOURCES
8.7.3 8.7.4	Lyndon Johnson — Civil Rights Legislation Martin Luther King — Education Cesar Chavez — Migrant workers Rosa Parks — Bus seating Mother Theresa — Nursed the poor in India Roy Wilkins — N.A.A.C.P. 2. Using the almanac to identify Nobel Peace Prize winners in the last five years, find out as much as possible about how these individuals felt about sexism and racism.	Page 76 Under Resource Filmstrip on Rosa Parks, produced by the Center for Peace and Conflict Studies, Wayne State University

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.8 Compare the Atlantic slave trade to the displacement of Native Americans from their lands.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

8.8.1 Describe the Atlantic slave trade system.

8.8.2 Describe the systematic displacement of Native Americans from their lands.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.8.1	1. Use the accompanying mimeo to learn of the Atlantic slave trade system. Students can assume the role of various ship members and respond to questions about slave's treatment. Describe the procedure of capturing, buying, transporting, and reselling slaves.	Appendix - West African Past: Black Peoples and Cultures South of the Sahara The Armenian Holocaust (see Appendix)
8.8.2	1. Trace the "Trail of Tears" displacement of the Cherokees. Note that President Jackson defied the Supreme Court.	Southfield Public Schools The Struggle for Human Dignity (Part I) The Democratic Ethic Struggle for Human Dignity Part II - The Holocaust Anti-Defamation League materials 163 Madison Detroit, Michigan 48226

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.2 Describe what efforts are being undertaken today to improve the world.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

9.2.1 List ways in which people are protecting the environment.

9.2.3 List ways in which people are using science and technology to solve problems.

9.2.5 List ways in which people are developing alternative energy sources.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.2.1	1. Students may collect pictures, clippings and make drawings to create a collage that shows people protecting the environment. 2. Write a paragraph supporting the idea that protecting the environment in the United States can be helpful to the whole world. 3. Write letters to pollution and conservation groups (see list from Earthpeople) which request information about what is done to protect the environment.	
9.2.3	1. Show the filmstrip, Science, Technology and Society. Students should be able to generate a list of ways in which people use science and technology. Try to arrange a field trip to Michigan Bell for observation of technology.	Teaching Aids, Distribution Center, Bedford Hills, New York 10507 - filmstrip is available without charge.

T.O.	ACTIVITIES	RESOURCES
9.2.5	1. Complete a chart on various energy sources: geo thermal, nuclear, shale oil, solar, wind and water power. Students may also get copies of "Alternative Sources of Energy" (Route 2, Box 90-A, Milach, Mn.) and/or The Mother Earth News (P. O. Box 70, Henderson, N.C. 28739).	Earthpeople, Page 95.

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.4 Give examples of how technology and research have affected food production.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

9.4.1 Give examples of how technology has increased food production.

9.4.2 Give examples of how research has increased food production.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.4.1	1. Read Sources of Identity (Geography), Pages 30-37 and pages 44-50, Egypt. Using the entire chapter as a source, compare how technology has changed food production in the United States, Japan and Egypt. List specific technological methods used to increase food production in each area. 2. Read Windows on our World, pages 308-310. Students may use the information on how to read graphs to answer questions about the graphs related to increased machine power and farm production.	
9.4.2	1. Students should read through the supermarket food advertisements, visit grocery stores and generally observe food packages to know how modern foods are changed to cheapen their price and increase their availability. Examples: hot dogs - become turkey franks/chicken franks ham - becomes turkey ham hamburger - becomes soy burgers, etc.	

T.O.	ACTIVITIES	RESOURCES
9.4.2	Note on food packages the additives which may include harmful ingredients. Examples: Some preservatives help to keep food from spoiling but may cause cancer. Note the listing of films available on food technology and research (see attached).	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.5 List five important contributions in the field of medicine and the persons responsible.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

9.5.1 List the names and contributions of five persons responsible for important contributions in the field of human medicine.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.5.1	1. Students may research Charles Drew, Daniel Williams, Louis Pasteur, Jonas Salk, Michael DeBakey, Arthur Fleming, Christian Barnard, etc.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.6 Describe the efforts of environmental researchers in modern times.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

9.6.1 Make a list of at least four areas in which environmental research has recently produced positive results.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.6.1	1. Ask students to identify areas where there are environmental problems: air pollution, preservation of natural resources, wildlife, water pollution, noise pollution, etc. 2. Students will get a series of questions for which they will have to research the answers. a) Are there rodent control programs in your city? What kinds of poisons are used? b) Is there a sewage treatment system? How effective is it? c) Does the city have a recycling program for glass or metal? d) Do libraries have a comprehensive section on ecology? e) Are there any city ordinances or state laws which help protect the environment? f) Are there vacant lots that could become temporary or permanent parks? g) What are the local air, noise and water pollution laws and ordinances? Are they enforced? h) Does your city or state allow bounties on certain animals?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.7 Devise a personal "Friends of Humanity Hall of Fame" which includes at least ten different individuals.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

9.7.1 Identify at least ten persons to be included in a "Friends of Humanity Hall of Fame."

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.7.1	1. Choose people from the areas of science, medicine, education, social reformers, environmental protectors, etc.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.1 Define stereotype.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

10.1.1 Define stereotype.

10.1.2 Give an example of stereotyping.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.1.1 10.1.2	1. See DORT Ethnic Literacy Teacher's Guide, pages 12-13, Stereotyping. Students will make choices about males and females that show their personal stereotyping. Then read the two paragraphs on page 13 and answer the questions on identifying stereotypes. 2. Generate a definition of what a stereotype is. 3. What toys are usually bought for boys? or for girls? How are these choices influenced by sexual stereotypes? Get a booklet from a toy store. Ask students to identify who in their opinion would rather have a specific toy - a boy or a girl? Students might also make a list of toys for boys as Christmas presents. Also a list of toys for girls.	

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.3 Choose a stereotypic response from a list of responses.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

10.3.1 Select from a list of responses those which are stereotypic.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.3.1	1. Students will select from a list of responses those which are stereotypic: a) Americans are made up of many ethnic groups. b) Atheists do not believe in God. c) All Mexicans are lazy. d) All Arabs are rich. e) Most criminals are Italian. f) All Japanese are treacherous. g) People need love. h) All Irish are hard drinking, rowdy and irresponsible. i) Old people are senile. j) Americans are loud and unmannerly. k) A woman's place is in the home.	Detroit Public Schools Teachers' Guides on Martin Luther King Malcolm X Paul Robeson Region Six's Our Neighbors: The Italians DORT Ethnic Literacy Guides: The Arabs The Mexicans

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TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.4 Give examples of sex and age stereotyping.

Grade Level: Middle School

Terminal Objective(s): Students should be able to:

10.4.1 Give two examples of sex stereotyping.

10.4.2 Give two examples of age stereotyping.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
10.4.1	1. See Prejudice and Discrimination, pages 151-152 (attached). Identify by actions and choices of the characters described whether they were male or female. 2. Have students bring in examples of advertising in newspapers and magazines and note examples of T.V. commercials that appeal to maleness or femaleness. How does this perpetuate sex stereotypes? 3. Show film "Am I Wife or Mother or Me?" 4. Students will watch commercials for a specified period of time and note the roles portrayed by adult males and females. Afterwards students will break into groups and compile a list of stereotypic situations. Discuss: a. Do these situations reflect reality? b. Can commercials affect the way a person feels about male or female roles?	See Appendix
10.4.2	1. Students will write a paragraph which describes either a grandparent or elderly person that they know. They should then list how their person is alike or different from the way they or others perceive the elderly. 87	

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.5 Give examples of race stereotyping and ethnic group stereotyping.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

10.5.1 Give two examples of stereotyping by ethnic group.

10.5.2 Give two examples of stereotyping because of race.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.5.1 10.5.2	1. Students will assign the name of an ethnic group to each of the following adjectives. Afterwards students can compare choices to demonstrate how ethnic groups are often thought of in stereotypic terms. a) ambitious b) greedy c) lazy d) intelligent e) athletic f) frugal g) generous h) humorous i) argumentative j) religious	

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.6 Describe how stereotypes can prejudice and influence judgment.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

10.6.1 Identify, when given an example, how a person's judgment was influenced/prejudiced by the stereotypes that they had.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.6.1	1. Listen to the song "You've Got to be Carefully Taught" from South Pacific. How are beliefs and values passed on? Brainstorm examples of beliefs people have acquired and how they affect their actions.	

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.7 List five stereotypes and describe how they will try to change them.

Grade Level: Middle School

Terminal Objective(s): Students will be able to:

10.7.1 Make a comprehensive list of their personal stereotypes.

10.7.2 Select five stereotypes that they presently have and make a plan on how they will actively work to change the stereotypes which affect their interpersonal relations adversely.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.7.1	1. Students will take a word association test. They should try to use value laden words in their responses. Try to avoid using nouns. Afterwards they can use the results to generate a list of their personal stereotypic beliefs.	

Word Association List

PIZZA	NURSE
HOUSE	MOTORCYCLE
POVERTY	CHINESE
MOTHER	FACTORY WORKER
GYPSY	ROCK STAR
ATHLETE	BLACK AMERICAN
OLD PERSON	CHRISTMAS
CRIMINAL	OPERA
AMERICAN INDIANS	DOCTOR
WEALTHY	SCHOOL
DEARBORN	SLUM
GROCERY STORE	WOMAN'S LIBERATION
POLICE OFFICER	DRUGS
POLITICIAN	

T.O.	ACTIVITIES	RESOURCES
10.7.1	The teacher should lead the students in a discussion of how their responses were generated by personal stereotypes.	
10.7.2	1. Students should select five of their personal stereotypes and create a plan which will change any adverse relationships that they may have because of them.	